

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M541

School Name:

MANHATTAN HUNTER SCIENCE HIGH SCHOOL

Principal:

KEVIN FRONER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 03541
School Type: High School Grades Served: 9th to 12th grade
School Address: 122 Amsterdam Avenue, New York, New York 10023
Phone Number: 212 501 1235 Fax: 212 501 1171
School Contact Person: Kevin Froner Email Address: kfroner@schools.nyc.gov
Principal: Kevin Froner
UFT Chapter Leader: Marie Holmes
Parents' Association President: Angelique Beverly
SLT Chairperson: Angelique Beverly
Student Representative(s): Cierra Bakhsh and Bao Nguyen

District Information

District: 3 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, New York
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212 356 3739 Fax: 212 356 7514

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Froner	*Principal or Designee	
Marie Holmes	*UFT Chapter Leader or Designee	
Angelique Beverly	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Cierra Bakhsh and Bao Nguyen	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daonese Colon	Member/Parent	
Mary Miller	Member/Parent	
Fran Albert	Member/UFT	
Eric Klein	Member/UFT	
Soledad Hiciano	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1.



MANHATTAN
HUNTER
SCIENCE HIGH SCHOOL

*College readiness in three years,
success in four.*

Mission

Manhattan Hunter Science is an early college high school with a science focus designed to give students the tools they need to achieve college readiness.

We are a small school community dedicated to guiding every student through our rigorous academic programs, while preparing every student for a successful transition to college.

Hunter College is an integral part of Manhattan Hunter Science High School, from collaborating with faculty and enrolling students in college-level courses on its own Upper East Side campus, to providing a full time 12th grade college experience where students develop important early college skills, including academic research and writing, effective study habits, and time management.

Our dedicated faculty assists our students in overcoming challenges through a strong school community that supports their emotional as well as academic needs. We aspire to set high reaching goals that stretch our talents and expand our horizons.

Core Values

- I. We never give up on a student.
- II. We prepare all students for college readiness and success.
- III. We appreciate, respect and embrace our school's cultural diversity.
- IV. We support and encourage rich and meaningful after-school experiences.
- V. Our school is a community where every staff member, student, and family has a voice.

2. As an early college high school we not only prepare our students for postsecondary success but do so in three years. In their fourth year, our seniors travel to Hunter College where they enroll in both high school and college courses. Students develop the college readiness skills to succeed on a college campus, including time management, collaboration, self-advocacy, and effective study skills.

We believe that MSHSHS is a model high school as we not only graduate nearly 100% of our students but do so with close to a full semester of college credits leading to the overwhelming majority of our students enrolling in quality four year colleges and universities.

Our greatest challenge is to ensure that ALL students, regardless of circumstances, graduate college and career ready. When we say "ALL" at MSHSHS, we mean it.

3. Our accomplishments in the 2013-2014 year truly speak to the Chancellor's Framework and Four Pillars:

- Redesigned our campus: new spectrum of light ceiling design, new bathrooms, art work, posters of students and faculty, new community lounge for teachers and the parent's association.
- Community building: Student-faculty basketball game, holiday parties, Hunter Games, camping trips.
- New SAT Program: Highest scores in school's history. Over 1/3 of students surpassing 600 in Math.
- New Robotics / Computer Science program (3 college credits awarded in 11th grade).
- Hunter College Scholarship: a record number of students (over 40%) received full scholarships to attend Hunter College.

3b. Key focus areas 2014-2015:

- College readiness
- SAT scores
- ICT Program
- Community building / parent engagement
- Rigorous and engaging instruction

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigorous Instruction: Instruction at MHSHS is customized to our early college standards and prepares students for a rigorous 12th grade program at Hunter College.

Strengths:

- Blend of Common Core and Early College Standards
- Courses aligned with college material
- College readiness in three years / fourth year spent on the Hunter College campus.
- Instruction that is student centered.

Priorities:

- SAT Scores: Students need a 510 in Math and 480 in Critical Reading in order to attend Hunter College.
- Instruction: Focus on assessment, especially formative assessment, to support our bottom 1/3 and ICT population.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Classroom teachers demonstrate highly effective practices in Danielson 3d (assessment) and best practices for differentiating / modifying lessons are present in every classroom through both planning and observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional Development on differentiation offered on full day PDs as well as weekly PDs.	ICT students / bottom 1/3	September - June	Administration / Special Education Department
Trainings for our Special Education Department through both the CUNY Network and the Division of Specialized Instruction and Student Support.	Students with IEPs	September – June	CUNY PSO and NYC DOE

Parent outreach by the Special Education Department and inclusion of families, students, and teachers in ALL IEP meetings.	Students with IEPs	Ongoing.	Special Education Department, teachers, Pupil Personnel, families, and students.
Align observations with PD focus emphasizing our “big three” – student engagement, questioning, and assessment.	Teachers, all students	Ongoing	Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrations, families, teachers, Special Education department.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Mid-year assessment (Regents Week): review of observation reports, check-in with Special Education Department, observations of co-taught classrooms.				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To create a supportive and safe environment our community began a beautification project in the fall of 2013 with a now expected completion date of January 1st, 2015, years ahead of schedule. While the redesign has addressed the exterior of the school, our newly launched Academic Intervention Team and Mentoring Program, aims to support all struggling students in a sensitive and compassionate way by building strong student-teacher relationships as well as peer to peer faculty partnerships.

Beautification:

- New ceilings (spectrum of light design created by our community).
- New bathrooms for both students and teachers (thoughtfully designed).
- New water filters.
- Every student given a water bottle (to support our children’s hydration).
- New vending machines (to support our children’s nutrition).
- New art work (collection of paintings – Hunter College) / MSHS Art wing.
- New faculty / community lounge.
- Ribbon cutting to celebrate the new space (Borough President, Hunter College president, families, faculty, and students).

Academic Intervention Team:

- Every student who failed more than one class paired with a mentor (teacher).
- Students will continue to receive support from pupil personnel and special education teachers.
- Administrators are also mentoring students.

Town hall / community meetings

- In addition to Principal’s coffee talk (for families) we have begun having community coffee talk for faculty.
- Student town hall (open to all students and faculty) with principal and student council scheduled for December 19th.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Academic Intervention team successfully supports ALL mentees in achieving final grades of 65-100, with no failing classes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

5. Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Academic Intervention Program launched. Students complete goal sheets.	Students	December 20 th	Academic Intervention Team
Mentors check-in with mentees 1+ times per week.	Students	Ongoing	Assistant Principal
Academic Intervention team meets with pupil personnel and special education department.	Students	Ongoing	All Teams
Pupil Personnel team meets weekly with administration to discuss and plan for student interventions which meet the social and emotional needs of all students.	Students	Ongoing	Pupil Personnel, Administration.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Grants provided by the PA.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

2nd Qtr. Grades: 50% fewer grades below 65%.

3rd Qtr. Grades: 85% pass rate.

4th Qtr. Grades: 100% pass rate.

Part 6b. Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At the start of the 2014-2015 school year teachers met to form a professional development committee. A community decision making process was implemented leading to strong collaboration between faculty and administration.

A few highlights from the first semester:

- PD Committee conducted a needs assessment with faculty.
- PD Committee recommended diversity training as the greatest need for faculty (trainers were subsequently selected and training was completed in November)
- Ongoing PD on differentiation and supports for ICT students.
- Ongoing Department PD on curricular alignment and crafting highly effective lesson planning.

Priority:

- Co-teaching and differentiation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of our ICT students earn 10+ credits.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
ICT full day Professional Development	Teachers	September	Administration, ICT Department
ICT Faculty PDs	Teachers	October-June	Administration, ICT Department, PD Committee

Ongoing observations of co-taught classrooms	Teachers	Ongoing	Administration
Peer to Peer observations (Learning Walks)	Teachers	December-January	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ICT teacher

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funds not needed.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- By February 1st – 2-3 full faculty PDs have been completed.
- Observations post-Regents week demonstrate effective to highly effective classroom practices regarding differentiated instruction, modifications, and accommodations.

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In my first and now second year as principal I’ve felt that the best way to lead by example is to work with the students who our data shows are most underserved by the high school. In addition to running groups and now teaching classes, I supported the launch of our Academic Intervention Program and volunteered to be one of our school mentors. In addition, as a former teacher at MSHS I’ve made highly effective instruction a priority, in addition to student engagement, questioning, and assessment.

A few highlights:

- 2013-2014 ICT Group (weekly Principal’s lunch with a focus on academic success.)
- 2013-2014 Began the year by conducting a formal observation (pre- and post-observation) with every teacher on staff, providing focused and individualized professional development.
- 2014 Currently teach a World History recitation to every 9th grade ICT student as well as students with IEPs and other learning challenges.
- Launched Academic Intervention Program to support the bottom 1/3, students with IEPs, and ALL students who struggle academically.
- Helped launch a targeted department level PD plan focused on curricular alignment and highly effective lesson planning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Highly effective teaching practices lead to 2014-2015 school surveys which demonstrate a 50% increase in the percentage of students who agree / strongly agree with School Survey Instructional Core section 4: “Most of the teaching staff at my school make me excited about learning.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | | | | |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 27. | Strategies to increase parent involvement and engagement | | | |

28. Activities that address the Capacity Framework element of Trust			
Teacher led learning walks completed before winter break.	Teachers	December	Teachers
A second round of observations with a focus on progress (as noted by the Danielson rubric) made in differentiating and modifying instruction.	Teachers	December-February	Administration, Teachers
Department teams complete their curricular alignments and present to staff.	Teachers	September-December	Teachers
Ongoing spring PDs on highly effective lesson planning and teaching.	Teachers	September-June	Teachers, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, Administration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Funding not required.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
January 16, 2014 (Quality Review). Ongoing observations.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

While community has always been a top priority at MHSHS, in the fall of 2013 our principal and school leadership began a new initiative to engage both students and families in a much more active and meaningful way. The following highlights some of our progress:

- Principal’s coffee talk (in addition to PA meetings).
- Community holiday lunches and end of the year celebrations.
- Data collection regarding parent turnout.
- Increased parent outreach for school events and the collection of parent email addresses.
- Fundraisers: SAT Prep, Beautification, resources.
- Monthly newsletter emailed to all parents and faculty.
- New website and webmaster funded by the PA.

Results from our comprehensive needs assessment:

- Improve data collection to support an increase in parent engagement and turnout.
- Plan for a parent week, where parents may observe classes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

5% increase in parent turnout for school events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | | | | |
|-----|--|--|---|--|
| 35. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 36. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 37. | Strategies to increase parent involvement and engagement | | | |
| 38. | Activities that address the Capacity Framework element of Trust | | | |

Double the number of communications sent to families regarding school events.	Families	December-June	Parent Coordinator, Community Assistant, PA
Schedule a week where classrooms are open to parents.	Families	March	Parent Coordinator, Community Assistant, PA
Collect comprehensive parent data for all school events.	Families	Ongoing	Parent Coordinator
School tours for prospective students, including special events for families with children with disabilities. This is followed up with new student and family orientations.	Families	Ongoing	School community.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator, Community Assistant, PA, and administration.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
No additional resources needed.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

- Parent teacher conferences are attended by 100+ parents.
- Parent week is launched prior to April 1st.
- Data is reviewed within 5-10 dates after the January 23rd PA dinner.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	IEP, 8 th grade ELA score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Mathematics	IEP, 8 th grade Math score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Science	IEP, 8 th grade Science score, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
Social Studies	IEP, Regents grade and report card	Differentiated instruction based upon needs of individual learner	Small group tutoring	During school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, progress reports, counselor assessments and conferences related to parent or teacher concerns	Develop strategies to guide instruction and differentiated learning through grade level meetings	Both small groups and one-to-one	During school day and after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
--	--------------------------	--	----------------------------------	--	-------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

--

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

--

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

--

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Manhattan Hunter Science HS**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Manhattan Hunter Science HS will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Manhattan Hunter Science HS, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 03	Borough Manhattan	School Number 541
School Name Manhattan Hunter Science HS		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Kevin Froner	Assistant Principal Joseph Sciarrone
Coach type here	Coach type here
ESL Teacher Gregory Andronica	Guidance Counselor Eric Klein
Teacher/Subject Area Matthew McKay/English	Parent Archie Longson
Teacher/Subject Area type here	Parent Coordinator Marilyn Arias
Related Service Provider Kathe Karlson	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	461	Total number of ELLs	1	ELLs as share of total student population (%)	0.22%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	0	0	0	0	0	0	1

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	0	0	0	0	0	0	1	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Other														0
TOTAL	0	1	0	0	0	1								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)										1				1
Total	0	1	0	0	0	1								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8			1		1
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8							1		1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	1		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	2		0	
Global History and	1		1	
Geography				
US History and	2		2	
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Presently we are using Pearson ELL periodic assessments in the Fall as well as Schoolnet for Math and English classes. The data shows that our ELL students are more greatly challenged when communicating in written form. The data shows that our ELLs are more adept at speaking and listening than reading and writing. No other clear patterns emerged except that the comprehension scores improved

during subsequent sittings of the exam. In consultation with the ELL teacher, content area teachers are guided as to how to help students meet academic expectations and meet state standards. The ELL teacher also provides information on additional support that will benefit students based on the areas of strength and deficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns for NYSESLAT scores show that our students are consistently moving on to a higher proficiency level and all from last year tested out as proficient. We see the same on the LAB-R as students who initially tested as requiring ESL have moved out of ESL across all grades. The NYSESLAT results show where student strengths are and this data is used to differentiate and program students so their individual needs are met. The 9th grade ELL student we have took the LAB-R and NYSESLAT in Kindergarten and has been in private school since then.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Not applicable as the state did not provide NYSESLAT scores in combined modality although the basic scores are there.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. All of our students take tests in English. Examining patterns of student results show us that grade level has little impact on test scores. There does not appear to be much difference in results between those students who have been in an ESL program and those newly admitted to the program.

4b. Manhattan Hunter Science HS uses the results of the Pearson Periodic Assessments to model instruction. The ELL teacher uses these results to further tailor instruction to address student and class deficiencies. School leadership and teachers are given the data provided by the periodic assessments and are asked to adjust their instructional strategies accordingly. The assessments help us determine in which modality they need the most help with. Historically this has been reading and writing. Generally, more emphasis has been placed on reading comprehension and test taking skills. Teachers are asked in their teacher teams to create individual plans to help those students who may have data that is off par. For example, a student struggling orally will get extra focus on that aspect of their learning. The teachers and school leadership prepare targeted instruction after reviewing these assessments, such as teaching reading comprehension strategies and writing strategies.

4c. Manhattan Hunter Science HS uses Pearson's Periodic Assessments, administered twice a year for interim assessments. The official NYSESLAT is administered to the ELL students in May. We are able to access the student scores on these tests and obtain an item analysis for each student online. An analysis of the results indicates ELL students continue to struggle with listening modalities. These results drive the instruction to focus on listening skills. ELL students' native language skills are used effectively in the study of idioms. Contrasts between English idioms and those of the native languages are used for comparisons. Students also create their own idioms and compare them to those in their native languages. New language concepts and rules are discussed and students compare them to those used in their own languages. This facilitates instructional efforts to identify why students may continue to make systematic errors.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

This is not applicable to our school as we are a high school and do not have grades K-5.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the following strategies: scaffolding, vocabulary support, writing frames, native language support, visuals and act outs.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Not applicable as we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at their success rates in other classes, Regents results and NYSESLAT results. The expectation is that each ELL will increase in at least one proficiency level during the school year. If this goal is not met, we look at the raw score data and plan accordingly for that individual student by looking at the areas in which they were most challenged. At this point, all five of our ELLs from last year have tested out as proficient. We also look at college readiness and all of our ELLs from last year at least an 80 in a math Regents and a 75 in the English Regents. We have reached 100% of our goals for the ELLs.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
ELL students participate in a free standing ESL program, although we have a push in model this year as we only have one ESL student. The Manhattan Hunter Science ELL student is a native speaker of Polish. The parents complete the Parent/Guardian Home Language Identification Survey during the spring New Student Orientation under the guidance of our ELL teacher who gathers the information, or when they first get admitted to the school, if it is during the school year. For parents who speak another language we use a staff member who speaks the native language of the parent or the translation service provided by the DOE either in person or over the phone. The parents of students who are new admits to the New York City public school system are given the home language survey which helps us identify students who may have limited English proficiency. These students are interviewed by our licensed ESL teacher who determines if they are eligible to take the Language Assessment Battery (LAB-R which will become the NYSITELL). If the student or parent can't understand the ESL teacher, we find a pedagogue who speaks the language of the student. If necessary, we arrange for a translator to come in so that we can administer the LAB-R during the first ten days of arrival. The results of the LAB-R determine the current level of ESL. Our ESL teacher, Gregory Andronica, is responsible for administering the LAB-R and he then consults with the programmer so students are programmed for services accordingly. Depending on the student's LAB-R score he/she will be placed in an appropriate level of ESL, or will not be placed in ESL at all. If a student arrives in our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State English as a Second Language Achievement Test (NYSESLAT) exam. The parents are also given a parent choice form where they choose the type of program they would like their child to take part in (bilingual, dual language or freestanding ESL classes). If parents choose the bilingual or dual language option, we let them know that we do not offer those programs currently and if our ELL numbers increase to allow us to offer them we would let them know as we keep the form on file. We then place students in our freestanding ESL program. Spanish speaking ELLs are administered the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When the parent completes the program selection form, the three ELL program options are explained by the certified ESL teacher. If the parent does not understand English, we have a bilingual pedagogue translate or we use the DOE translation services. The parents then watch a video where additional information is provided in their native language about the bilingual program, dual language program and free standing ESL program. They also receive written information translated in their home language about the three program options. If a new family requiring ELL services enters our school mid-year, we offer an orientation session within the first two weeks of arrival at a convenient time for the family. The parents meet with the licensed ESL teacher and parent coordinator who provide additional information , using translation services if necessary, about the program options. If numbers necessitate a dual language or bilingual program, the parents who indicated that choice will all receive letters in the mail in their native language as well as phone calls home, also in the native language, informing them of a meeting at the school where they will receive more information about the new programs. If we cannot reach them via phone, we will have our attendance teacher hand deliver the letter to ensure that it has been received.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We offer a new student orientation in the late spring where parents for students new to the NYC DOE will watch a video about the program options, complete and submit the program selection form and the parent survey. The home language identification survey is administered and the entitlement letters are distributed and mailed home. Copies of the entitlement letter are kept on file in the ELL binder with the ESL teacher. In the binder are the parent selection forms, parent survey, orientation letters that were mailed home. sign in sheets and agenda from those sessions. Program selection forms are mailed home to any parent who does not attend the orientation meeting. The parent coordinator calls the parent to inform them the form has been sent and must be returned within

a week. If the parent does not speak English, a staff member who speaks their language works with the parent coordinator to call the home. If necessary, the parent coordinator reaches out to DOE translation services for assistance. The parent coordinator follows up with the parent until the form has been returned to the school. If a student enters our school during the school year, an orientation is scheduled for the family and the process repeats. If possible, the ESL teacher will meet with the family and conduct the orientation as part of the admissions process. Later we would use the RLER ATS report to determine students who are eligible for the NYSESLAT.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
4. Currently, Manhattan Hunter Science HS offers a freestanding ESL program but since we only have a ELL we are doing a push in model. If the parent indicates in the program selection form that their preference is a bilingual or dual language program, we inform them that we currently do not have the number of students to support that program but if and when we do, we will inform them as we have their form on file and make any program changes that are necessary to accommodate their preferences. At this time we have seven full time staff members who are fluent in Spanish and three who are fluent in Chinese. These staff members are often called upon to translate for our families to ensure that they fully understand the program options. There is also the option to utilize the DOE translation services immediately via telephone or in person by appointment. The placement letters are mailed home to each family. We maintain the records by keeping a copy of the placement letter on file in the ELL binder with the ESL teacher. Entitlement letters and continued entitlement letters are mailed home as well, with copies also kept on file in the binder. All letters are sent in the native language of the family. If the letter is returned due to incorrect address or there is any other indication that the family may not have received the letter, the attendance teacher will hand deliver the document. If the family is not home at the time of his visit, he will speak with the super of the building to confirm that the family is living at that address. If it is confirmed that the family does reside there, he will leave the documentation in their mailbox. If the family does not live there, we will follow up with the student to update our records.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. The assistant principal prints out the RLER report in ATS to determine who is eligible for the exam. A schedule is created by the ESL teacher in consultation with the AP to ensure that all students are tested by the ESL or ELA teacher within the timeframe allotted. The ESL teacher administers the listening and reading components of the exam while the writing and speaking is conducted by an ELA or a different ESL teacher. The listening, writing and reading portions are administered in the ESL class. Once a component is administered, the ESL teacher lists those students that were absent during the administration. Those students are either tested after school or during a non-major class when the ESL teacher is not teaching. Once those exams are scored, the results are reported to the school and the students placed in the appropriate ESL class. Our goal is to improve students at least one level: beginner to intermediate, intermediate to advanced and advanced to proficient. Once students test as proficient, they are no longer placed in an ESL class but they are still entitled to extension of services for two years.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Based on the program selection forms, we are confident that we are meeting the requests of our families as they have all requested a freestanding ESL program. This was the case for the two we had last year and the one we currently have whose parent agreed to the push in. We have not had any parents request a bilingual or dual language program so 100% of our ESL students have been placed in the program in which they have requested. We keep track of the requests made by families every year so they can be reviewed for trends in program requests. Over the years the pattern has been a freestanding ESL program as evidenced by the requests for freestanding ESL. The parents are very insistent on full language immersion for their children so freestanding ESL has been the program of choice which is the program that we offer. Staff communicates student progress with parents throughout the year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. All current ESL instruction is delivered using the push in method.
 - 1b. The student spends the majority of the day in an all English content area class. There are supports in place for these students in their native language such as glossaries and translators. The ESL students would be grouped heterogeneously.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The number of ESL periods per day a student is programmed for is dictated by the results of the NYSESLAT exam from the previous Spring. If a student is newly enrolled in NYC DOE and did not take the NYSESLAT exam the year before, they are programmed in a level based on the results of the LAB-R exam. All students who score in the beginner proficiency level receive three periods of pull-out ESL instruction per day. Three periods per day is equivalent to 132 minutes per day, five days a week, which totals 660 minutes per week. Students who score in the intermediate proficiency level are programmed for two periods of pull-out ESL instruction per day which equals 88 minutes per day, five days a week for a weekly total of 440 minutes. Students who score in the advanced proficiency level are programmed for one period of push-in ESL instruction per day and one period of English with their native English speaking peers. They receive 44 minutes of ESL instruction per day totaling 220 minutes per week. We don't offer NLA but we do offer translated copies of material.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Although we don't have a separate ESL class this year, the ESL teacher is a member of one of four grade teams in our school and serves as a member of the English department. At these weekly meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skill sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during extended day. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings. Additionally, the ELL students are taught test-taking skills, reading for meaning and reading strategies, test question vocabulary, listening for details, pacing, argumentative writing and counterpoint writing among other things which align with Common Core learning Standards. In these programs the students use dictionaries and translators. The teachers also have information translated in the student's native language. We have also ordered native language content books so we can start our own native language library. Based on the discussions at the

grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses reading about those topics in his ESL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable. When possible, ESL lessons are taught using an interdisciplinary approach. We do not offer TBE or Dual Language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. Students can respond on tests in their native language and we have staff that can translate. Students who take the LAB-R and their native language is Spanish are given the Spanish LAB-R if it is deemed they are eligible to receive ESL services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use the Pearson Periodic Assessments and formative reading, writing and speaking assessments in class. For the speaking modality students are also informally assessed in class on a daily basis. We use Pearson for Listening, Reading and Writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently we don't have a SIFE student, but if we did they would be fully integrated into the supportive school environment. While we do not have youngsters that are new to the United States, if we had they would work in content area classes with supportive instructions provided by the ELL teacher. We are particularly sensitive to ELL testing and marry both strong instruction in general education classes with focus on reading, writing, listening and special instruction using strategies most likely to be successful with ELL students. Our ELL teacher makes use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents and Global Regents examinations. For our ELLs receiving service 4-6 years the focus would be on reading strategies, such as, text marking, summarizing, skimming and scanning, making text to text and text to self connections. In addition, there would be more emphasis on vocabulary development. For ELLs with 6+ years, various interventions would be used in the areas of reading and writing. In reading they would work on summarizing techniques, reading comprehensions strategies and vocabulary development. In writing they would focus on paragraphing, use of transition words and staying on topic. They also would work on tasks to ensure that they are successful in their Regents exams. Students who are former ELLs would continue to be eligible for special testing accommodations for two years after achieving proficiency.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ELL students are encouraged to use their digital translators in their content areas classes. This ensures that the students can still comprehend the information even if there is a language barrier. The students can also reference the glossaries in their home language that are stored in their content area classrooms. There is a focus on academic vocabulary and writing development. Additionally, the grade teams meet weekly to ensure consistency throughout all classrooms whether it is an ESL class or a core content class. The teachers also work together in teacher teams to ensure an interdisciplinary approach is being used so the concepts and skills taught are constantly being reinforced. Furthermore, all teacher's lesson plans include various differentiation tactics to allow the individual student to identify their own entry point into the lesson. The school ensures the ELL-SWDs who have IEPs that mandate ESL instruction are serviced by having grade team meetings where both the Special Education teacher and ESL teacher are present. During these meetings the IEPs are reviewed and updated when necessary.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
At this time we don't have anyone in this category but if we did the student would be mainstreamed and receive extra services through Resource Room/SETSS. If we had ICT students requiring ELL services they would be placed in an ESL class as well. Our ELL teacher attends IEP meetings and discusses language goals at these meetings.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

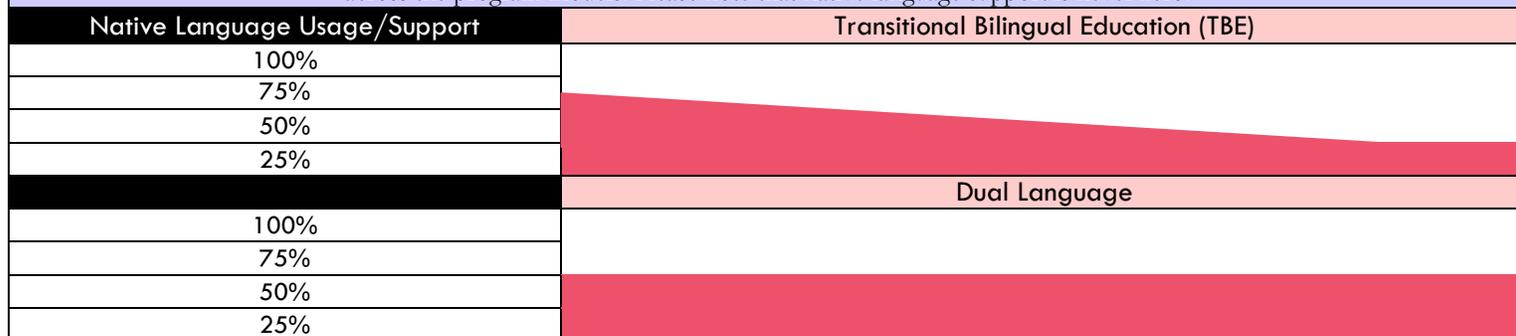
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Manhattan Hunter Science HS works to infuse its interdisciplinary curriculum with experience in and reflective study of science and research techniques supported by Hunter College. We encourage civic dialogue and empower members of our diverse school community to work towards a more just, humane and vibrant world. Each student is provided with an individualized learning environment that is engaging and inquiry-based. Students learn to question at increasing levels of sophistication, gather information from a variety of sources, look at diverse ways to problem solve and form conclusions, imagine new possibilities for themselves (and the world), and take constructive action when appropriate. ELLs participate fully in all aspects of this endeavor. The ESL teacher creates a thesaurus of topical words for each subject area. The students can refer to these synonyms and visual aids in each class. We have ordered native language content area textbooks for our ELL students. The books are stored in the ELL library and students can use them as needed. We have ordered books that can be used in Science classes, Math classes, English classes and Social Studies classes. Students are often paired with a peer who speaks the same language so this student can help translate material if necessary. All ELLs are encouraged to attend extended day (an additional period on Mondays through Thursdays from 2:21-2:59) for math, science and social studies extra help.

9. As for continuing transitional support, all former ELLs are entitled to testing accommodations (e.g. bilingual glossaries, separate and quiet testing room, translated versions of Regents exams, extended time). Transitional support is extended to ELL students who have achieved NYSESLAT proficiency. An additional year of ESL instruction is extended to Manhattan Hunter Science's ELL students if the students or their parents request it. Manhattan Hunter Science HS staff is cognizant that ELL students are eligible for special testing accommodations for two years after achieving proficiency.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All of our ELLs from last year scored proficient on the NYSESLAT and passed required Regents examinations including the English Regents. Our ESL teacher sends an email to all teachers informing them of who our ELLs are and our former ELLs that are still entitled to services.

11. What new programs or improvements will be considered for the upcoming school year?

We are working on creating a bilingual library with supplementary materials in student's native language.

12. What programs/services for ELLs will be discontinued and why?

There are no programs/services for ELLs that will be discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The school places a strong belief in the importance of contributing to the community. Manhattan Hunter Science HS requires all students to complete community service hours as a requirement for graduation. Students are offered a variety of opportunities throughout the year or they may find their own service requirements. Students can participate in a variety of educational, sports and social activities such as campuswide soccer, basketball, volleyball, wrestling, and track and field teams where they can compete against students from other high schools as long as they maintain academic eligibility. Our individual school also has the school newspaper, the arts club, the drama society, the volunteer club and the chorus, to name a few. These meet during school and after school providing a variety of opportunities for students based on their interests. They also get to go on trips with most of the clubs, either during school or outside of school. The sports programs are funded by the PSAL and other programs from general school funds. These programs are offered after school and on Saturdays. All students who are in good academic standing are eligible and encouraged to participate. Students can also join student government, and when academically eligible, apply for membership in the National Honor Society, the National Science Honor Society and the National Spanish Honor Society. All of these opportunities and experiences are available to ELLs. All of the extracurricular programs, in addition to helping students improve their skill sets in these athletic areas, foster conversations which is beneficial for our ELL students. The more exposure they have to the English language, the faster they will increase their fluency. We had former ELL students who were class presidents and featured speakers selected by their classmates to speak at graduation. All students at Manhattan Hunter Science HS have the opportunity to take advantage of support services offered. These include, but are not limited to, counseling, guidance, tutoring, peer review and assessment. LEP students participate in these services the same as any other student enrolled at Manhattan Hunter Science HS. We also offer SAT prep, ACT prep and computer lab use to all juniors and seniors.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

The students have access to computer programs to supplement their learning. Students can use these computer programs after school hours and during lunch. We have Rosetta Stone available and are currently looking into other computer programs, such as, Award Reading and My Access. We also have an LCD cart or smartboard and computer in every room to ensure visual aids are used in all content area classes to support our ESL students. The technology that is available allows the students to conduct research to answer questions they may have about content material in their native language. Frequent class trips to the computer lab also helps our ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators and glossaries. Additionally, students can refer to textbooks in the native language. The native language is used to assist vocabulary development. We have paperback dictionaries and bilingual glossaries as well.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support, and resources correspond to ELLs ages and grade levels. The native language textbooks are written for the content areas offered in various grades. The language used is grade appropriate and the visuals in the text help support the academic instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students, including incoming freshmen, are given information about free summer ELL programs to better prepare them for the upcoming school year. When students register they meet with counselors and the parent coordinator who coordinates additional support services as needed. The counselors then follow up with the programs to make sure that students are on track.

18. What language electives are offered to ELLs?

Spanish is the language elective offered to Manhattan Hunter Science High School students. ELLs are able to take foreign language classes at Hunter College through the College Now program or as part of the course of study during their senior year. Also, when our ELLs pass out of ESL in their sophomore or junior years, they take Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time we do not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 & 2. Our ELL teacher attends most professional development sessions offered by the New York City Department of Education as well as CUNY which is our support network. He has attended CFN ELL professional development workshops as well as common core learning standards professional development. He is also attending training for the NYSITELL. We also take advantage of professional development opportunities offered by outside agencies. At monthly faculty meetings and/or grade team meetings, our ELL teacher has the opportunity to turn key the information to all the Manhattan Hunter Science HS faculty which includes administrators and support staff. Some of the professional development sessions that our ELL teacher has attended in the 2012-13 school year have focused on topics such as, task rotation, building academic vocabulary, scaffolding, assessment and co-teaching.

3. Our content area teachers have ELL students in their classes. During staff development sessions, we often focus on best practices with ESL students so they can be implemented into content area classes. We also have advisory classes where staff are trained to work with students to develop study skills and habits that will help them succeed in high school and college readiness skills for the future. Staff are notified as to which students are ELLs, how many years of service as ELLs and what their NYSESLAT levels are.

4. During each Chancellor's Professional Development Day, time is set aside to develop the entire staff's ELL knowledge with a focus on how to provide content area support to ELL students. In addition, during several monthly faculty conferences throughout the year time is allocated to staff ELL concerns as well as on approaches that will benefit our ESL population. The sum total of time for these sessions exceeds 7.5 hours for the entire school year. For school year 2012-13 over 8 hours was allotted and we expect it to be the same for the current school year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents of students who are enrolled at Manhattan Hunter Science HS are invited to attend monthly Parent Association meetings. These meetings are facilitated by the Parent Coordinator and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to our school such as, dress code, uniform policy, grading policy, etc, the parents brainstorm additional parent meeting topics. All parents/guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Jupiter, the online gradebook we use. Additionally, there have been workshops on getting your child into college and completing the financial aid forms. Translators are made available for all such events.

2. We have an active partnership with Hunter College and as a result we are able to provide workshops in conjunction with the college for juniors and seniors on such topics as applying to college and the financial aid process. We have translators available at these workshops either from the DOE Office of Translations Services or using bilingual staff. The parents also get invitations to performances and readings at the college which helps strengthen our school community and the relationships fostered benefit our students.

3. Our parent coordinator distributes surveys to our families in multiple languages to determine the interests of the parents. These surveys, which are in several languages, help us evaluate the needs of the parents by our being able to gather information about what workshops would be interesting and helpful to our families. Through this we can provide them with the support they need to ensure their children are successful in our school. This helps to strengthen our school community and the relationships formed benefit our students.

4. Based on the results of the surveys, we are able to meet the needs of our parents. One example would be concerns over paying for their child's college education. Because of this, we offer workshops where parents can come with their information and complete the financial aid forms with members of our staff or the college staff. We also have parent translators available at all parent meetings so all feel welcome and are able to communicate with one another.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

School Name: Manhattan Hunter Science HS

School DBN: 03M541

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Froner	Principal		12/17/13
Joseph Sciarrone	Assistant Principal		12/17/13
Marilyn Arias	Parent Coordinator		12/17/13
Gregory Andronica	ESL Teacher		12/17/13
Archie Longson	Parent		
Matthew McKay/English	Teacher/Subject Area		12/17/13
	Teacher/Subject Area		
	Coach		
	Coach		
Eric Klein	Guidance Counselor		12/17/13
	Network Leader		
Kathe Karlson	Other <u>Related Serv. Prov.</u>		12/17/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M541** School Name: **Manhattan Hunter Science HS**

Cluster: **5** Network: **521**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We look at the Home Language Instructional Survey, blue emergency information cards and data from ATS to determine written translation and oral interpretation needs of our parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our biggest needs are Spanish, Chinese and Bengali translation and interpretation. We have information on file in the main office and make sure support staff and counselors are aware of special needs so they can relay this information to teachers of students in their caseload.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Mailings sent to parents are in English and Spanish. We have translated versions of military opt out letters, condom availability letters, lunch forms, parent guides, citywide standards of intervention and discipline measures and similar forms in the native language. Translations are done in house or in many cases, these forms are available via the DOE or through the translation unit. Report cards and progress reports can also be programmed to have information in the native language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We provide translators in Spanish, Chinese and Bengali via the translation and interpretation unit for parent teacher conferences and back to school night. We also use school staff as interpreters when needing to contact parents. Our phone messenger system currently provides messages in Spanish and English based on parent information on file in ATS. We are researching into whether the system can be upgraded so that other languages can be included.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents whose primary language is not English are provided with a translated version of the Bill of Parent Rights and Responsibilities. We also have signage in Spanish and signage in Chinese and Bengali indicating translation services are available and welcoming parents especially during parent teacher conferences and back to school night.